



**Department
of Education**

John R. Kasich, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 3, 2019

Dear Superintendent,

Thank you for submitting the Portsmouth City Schools Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The district's literacy plan is aligned with the school improvement work and the leadership team is incorporating literacy throughout the Ohio Improvement Process.
- The analysis of the student outcome data is strong and aligns to the goals and action steps of the plan.

This plan will benefit from:

- The plan may benefit from involvement of family members and members of the community.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer".

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning



READING ACHIEVEMENT PLAN

DISTRICT NAME: Portsmouth City School District

DISTRICT IRN: 044669

DISTRICT ADDRESS: 724 Findlay Street

Portsmouth, Ohio 45662

PLAN COMPLETION DATE: 12-18-2018

PLAN IMPLEMENTATION DATE: JANUARY 2019

LEAD WRITERS: Josh Morris, Director of Curriculum, School Improvement

Beth Born, PES Principal

Angela Byers-Johnson, Project MORE Coordinator/Intervention Specialist

Aubrie Smallwood, Intervention Specialist

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SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Scott Dutey	Superintendent	Portsmouth City	scott.dutey@portsmouthtrojans.net
Kristi Toppins	Principal	East Portsmouth Elementary	kristi.toppins@portsmouthtrojans.net
Beth Born	Principal	Portsmouth Elementary	beth.born@portsmouthtrojans.net
Josh Morris	Director of Curriculum, School Improvement	Portsmouth Elementary	josh.morris@portsmouthtrojans.net
Angela Byers-Johnson	Project MORE Coordinator, Intervention Specialist	Portsmouth Elementary	angela.byers-johnson@portsmouthtrojans.net
Tami Mucha	ELA Teacher 3rd Grade	Portsmouth Elementary	tami.mucha@portsmouthtrojans.net
Tiffany Newsome	ELA Teacher 5th Grade	Portsmouth Elementary	tiffany.newsome@portsmouthtrojans.net
Leslie Wagner	1st Grade Reading Teacher	Portsmouth Elementary	leslie.wagner@portsmouthtrojans.net
Aubrie Smallwood	Teacher/Intervention Specialist K-3	East Portsmouth Elementary	aubrie.smallwood@portsmouthtrojans.net
Beth Rice	SST Region 15 Literacy Specialist	SST	brice@sst15.org
Sommer Picklesimer	SST Region 15	SST	spicklesimer@sst15.org
Julie Clark	Parent/community member		clarkcj@roadrunner.com
Barb Gibson	Board of Education President	Portsmouth City Schools Board of Education	bbgibson80@yahoo.com
Mary Sommer	Board of Education Member	Portsmouth City Schools Board of Education	hellomarylou61@yahoo.com

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Portsmouth City DLT developed a subcommittee of early literacy staff to draft the Reading Achievement Plan. The subcommittee included the Director of Curriculum, Portsmouth Elementary Principal, and 2- K-3 intervention specialists.

The Reading Achievement Plan subcommittee members aligned the plan to the current improvement plans as well as the Decision Framework and data-evidenced needs.

Monitoring of Plan

The subcommittee established a monitoring system for collecting data related to K-6 literacy, K-6 reading achievement, attendance, and discipline. K-6 literacy and reading achievement data will be collected throughout each school year, using 3 iReady diagnostic assessments at the beginning (August/September), middle (January) and end of the year (May). The summative results from the iReady diagnostic assessments along with state testing results will be analyzed and shared at Teacher Based Team Meetings, Building Leadership Team Meetings, and District Leadership Team Meetings. The building administration and teachers will work together to analyze student data to group students and guide individual student learning paths. Individual student data will be shared with students and families in order to set learning goals and to engage families in the students learning. Student goals will be revisited using ongoing data driven decision making. The Positive Behavioral Interventions and Supports team will be responsible for monitoring the overall discipline and attendance of K-6 students. They will use attendance reports and data from the School Wide Information System to monitor discipline and attendance monthly. Grade level teachers will continue to follow currently established protocol of contacting families regarding attendance and behavior concerns. The Positive Behavioral Interventions and Supports team will communicate attendance and discipline data to the Teacher Based, Building Leadership, and District Leadership teams on an ongoing basis.

Data that will be presented:

- iReady Diagnostic Assessment Data
- State Report Card Data
- KRA Data
- Phonemic Awareness Screener Data
- SWIS Data

Communication of the Plan

Communication regarding plan initiatives will be shared with all Elementary School staff at the next scheduled professional development Waiver Day. Also, opportunities to communicate the plan and updates of progress regarding the plan within the district include meetings of the District Leadership Team, Building Leadership Teams, and Teacher Based Teams. Additionally, the plan will be posted on the technology server-broadening access for additional stakeholders. There will be opportunities for families to receive information on Ohio Learning Standards and home resources to support student learning. Prior to submission, the plan will be shared with the Portsmouth City School District's Board of Education.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

The alignment of our literacy plan with the other district improvement efforts is critical. The Portsmouth City School District has a long history of improvement efforts; those efforts have been integrated into the local literacy plan. A brief description of each effort and how it aligns to Ohio's plan and the district plan follows.

For more than a decade, the district has participated in the Ohio Improvement Process. Currently, established teams include: district leadership team (1), building leadership teams (3), and teacher-based teams (multiple across each building in the district). Each of the teams receives support and technical assistance from the State Support Team to address the needs of leadership development, student achievement, positive behavior supports, and strategies for students with disabilities, among other topics. Teams meet quarterly to weekly, depending upon team needs and responsibilities. These teams provide leadership and support to respective members to move the district toward meeting its overall improvement goals. These district teams "ensure shared accountability for data-driven strategic planning, implementation, feedback, and plan adjustment" (Ohio, 2018, p. 8). The Ohio Improvement Process work in our district aligns with the Ohio's Theory of Action component of Shared Leadership. The district understands that literacy improvement will take the efforts of many key players. Support for each team is vital; some teams function better than others, but progress is happening with all teams functioning well. The professional development provided through the literacy plan will engage teams of teachers and leaders, Building Leadership Teams and Teacher Based Teams (PS-6), to build teacher capacity so they can identify the challenges and implement evidence-based strategies for the improvement in reading skills for all learners.

The Federal Title programs support the improvement efforts of the district with dollars for personnel, materials, and professional development. Title 1 dollars support several endeavors, including 15 teachers to help reduce class size in grades PS-6, expanded services, computer assisted instruction, and in class help for students. In all, more than 1700 students are served. Special Education dollars of nearly 3.4 million provide supports and personnel for nearly 500 students with disabilities throughout the district. Various other Title programs support teachers and students, too. The Professional Development dollars and the teachers who benefit aligns with the component of Teacher Capacity in Ohio's Theory of Action. Professional Development helps deepen teachers' understanding of how children learn to read and supports teachers who implement evidence-based practices and interventions for students who struggle to learn.

The 21st Century Community Learning Centers program, through partnership with Shawnee State University, has been part of the improvement efforts at Portsmouth City School District for more than 15 years. Currently, students in grades 1-6 are offered after school programming that targets achievement needs at the tier 2 and 3 levels. Small group tutoring provides teachers with the opportunity to drill down to, and address specific skill deficits. Weekly, nearly 250 of 932 potential students participate in the program. The afterschool program serves as one component of the district's multi-tiered system of support. The alignment with the literacy plan is found in the coaching capabilities acquired from levels of professional development, building not only knowledge of material but also the understanding of children as individuals and the methods of teaching all individuals. The more teachers understand how to effectively teach reading, the greater the results will be for students. Further, the tiered support offered to students who need more instruction and more opportunities to practice is realized through the afterschool program.

Positive Behavioral Interventions and Supports have been used in the district for more than a decade in the elementary buildings. This is the first year that the staff of the 7-12 campus beginning to explore its implementation. At each of the elementary buildings, monthly and quarterly celebrations for positive behavior and good attendance occur. Positive changes have taken place as a result of implementation of Positive Behavioral Interventions and Supports as evidenced in decreased office referrals (reduction of over 250 referrals compared to last year) and continued good attendance (94% attendance monthly). The two elementary campuses are revising the lessons, Big Ideas, and implementation strategies of Positive Behavioral Interventions and Supports and are ensuring all staff understand the program and implement the strategies

with fidelity. Positive Behavioral Interventions and Supports aligns with Ohio's Theory of Action in several ways that include shared leadership, teacher capacity, and multi-tiered systems of support. As these three components merge, student achievement increases, and teachers have a voice, feeling empowered concerning student behavior and achievement.

Finally, our preschool programs, some for students with disabilities, and some for students who are behind in expected milestones as a result of poverty, lack of quality parenting, and a host of other reasons, offer early intervention with the goal of closing the achievement gap as students enter Kindergarten. Since it is well known that students who enter behind tend to stay behind, our programs seek to provide quality programming for our youngest learners so they can enter Kindergarten ready to learn alongside their typically developing peers. Currently, each of our buildings has a 5-star Step Up to Quality rating. Step Up To Quality program standards are based on national research identifying standards which lead to improved outcomes for children.

Overall, Portsmouth City School's reading achievement is below proficient. On the K-3 Literacy Improvement Measure the past two years, Portsmouth City Schools received a D. On the English Language Arts assessment, Portsmouth City Schools grade 3 students scored 45% proficient in 2016-2017 and 54.6% proficient in 2017-2018. Students in grades 4-6 have also shown a trend of poor reading achievement on English Language Arts State assessments. In the past two years we have had no more than 51% score proficient in grades 4-6 on the English Language Arts Assessment. Portsmouth City School District has not met a reading indicator in grades 3-6 since 2013. (Portsmouth City, i-ready diagnostic, 2018).

Due to the low achievement in literacy, a subcommittee was formed in order to develop a Reading Achievement Plan to address the deficits in reading. The focus of this plan includes evidence-based language and literacy instruction and intervention to increase reading achievement across the local educational cascade that includes district, schools, grade levels, classrooms, families, and community.

Portsmouth City Schools includes three buildings and one administrative facility that educates the children of Southern Ohio in Scioto County. The district educates approximately 1,700 students.

Upon analyzing the Kindergarten Readiness Assessment data, the iReady and the State Report Card data, the following factors that contribute to low reading achievement in the district were identified during the development of the Reading Achievement Plan. The Reading Achievement Plan Team along with members from the English Language Arts Team, Building Leadership Teams, and District Leadership Team completed Tier 1 of a Reading Tiered Fidelity Inventory (RTFI, Michigan's Integrated Behavior and Learning Support Initiative Reading Tiered Fidelity Inventory Elementary-Level Edition Version 1.2 and Secondary-Level Edition Version 1.3) in order to analyze needs in the reading program. Completion of the inventory indicated areas of concern.

Our findings align with the State's Systemic Improvement Plans root cause analysis.

Learners who "start behind, stay behind"- Although learners may make progress students who begin behind in kindergarten typically stay behind throughout their school years. Some of the contributing factors as to why students are entering Kindergarten academically behind include:

- Portsmouth City Community Health Reports in 2016 the Scioto County percentage of families in poverty has been reported at 31.5% compared to a national average of 13.5% (2015 reported US Census statistics. During the 2015-2016 school year we served 98 students that were reported as being homeless. According to 2018 Ohio Department of Education data, 98.7% of students attending Portsmouth City School District were reported as living in poverty. Portsmouth City School District houses two low income public housing units, one of 250 units and the other of 200 units, and there are another 95 "scattered sites" within Portsmouth city limits; (U.S Census Bureau, retrieved December 2018).
- 23.5% of Portsmouth City students are categorized as students with disabilities compared to the state average of 14.82%; (Portsmouth City Report card, retrieved from education.ohio.gov).
- Use of narcotics is a significant problem in Scioto County. According to a recent report from the Children's Defense Fund, the rate of unintentional drug overdose is higher in Scioto County (29.3%)

than in Ohio (16.9%). The preterm birth weight for Scioto County (6%) is much higher than Ohio (1.1%), more than likely due to the number of infants born addicted to drugs. For every 1,000 live births in Scioto County, 76 are born with Neonatal Abstinence Syndrome, a condition caused by mothers who use drugs while pregnant. The local hospital, Southern Ohio Medical Center, reported that 12-13% of babies born are tested positive at birth for some type of illegal substance;

- The unemployment rate for Scioto County is 5.8%, higher than the 4.5% state average unemployment rate; (U.S Census Bureau, retrieved December 2018)
- Medium household income for Scioto County is \$28,008.00 per year. The medium household income for surrounding counties is \$36,881.00. (U.S Census Bureau, retrieved December 2018)
- Our preschool programs include 3 classrooms for students with disabilities, and 1 classroom for students who are behind in expected milestones as a result of poverty, lack of quality parenting, and a host of other reasons. 92% of students attending Portsmouth City Schools Preschool programs stay in the district. Even though these students make tremendous gains, 48% enter Kindergarten off track.
- Less than half of the students who enter our Kindergarten program have had any previous school experience or intervention, such as preschool.

Although, we cannot control the external factors listed above, we feel Professional Development that will teach our staff to better serve students with disabilities, students from poverty, and students who experience trauma will benefit a large percentage of our population. Addressing these external factors school-wide with staff will ultimately give the students the supports they need to cope and focus on academic progress.

To address these needs the district has implemented a comprehension intensive improvement plan which includes these goals (with action steps specific to PS-3 literacy):

- Ensure the alignment of a district selected, research based curriculum, with high-yield instructional strategies, and formative assessments and benchmarks with the state academic content standards.
- Ensure the use of research based instructional strategies by every teacher through job embedded professional development coaching monitoring and support.
- Work through the OIP process to track student progress, inform instruction, and plan targeted interventions that focus on the academic needs of students.
- Organize and implement systems of communication and collaboration for stakeholders.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Portsmouth City Schools uses iReady as a Universal Reading Diagnostic Screener for all students. In addition, the Kindergarten Readiness Assessment is administered to all students. The iReady Diagnostic is backed by extensive validity research and consistently achieves industry-leading results when studied alongside rigorous assessments. Most recently, independent research showed iReady Diagnostic to be highly correlated with, and an accurate predictor of results for the Smarter Balanced, PARCC, and other Common Core state assessments such as the Ohio State Tests.

iReady and Kindergarten Readiness Assessment data are used to determine K-3 on track and not on track students.

The **Fall 2018** diagnostic data reveals the following percentages of students are off track, as determined by the Ohio Department of Education guidelines for use of iReady and Kindergarten Readiness Assessment:

Grade	Percent of Students Off Track
K	43%
1	50%
2	51%
3	62%
7	49% not proficient OST's
8	49% not proficient OST's

The **Fall 2017** diagnostic data shows the following percentages of students are off track, as determined by ODE guidelines for use of iReady and Kindergarten Readiness Assessment:

Grade	Percent of Students Off Track
K	52%
1	49%
2	57%
3	62%
7	48% not proficient OST's
8	52% not proficient OST's

According to Kindergarten Readiness results an average of 47.5% of students entering Kindergarten are beginning off track. Research shows that without early intervention, these learners will continue to struggle as

they progress through school. Kindergarten Readiness Data along with iReady data indicated a high need in the areas of Phonological Awareness, Phonics, and Vocabulary.

The Needs Analysis by Grade Report from iReady was used to determine the domain-specific instructional needs of students in each grade based on the diagnostic assessment. Overall reading proficiency was low in all grades K-6. Trends among grade level data indicated that the four areas of common concern are Phonological Awareness, Phonics, Vocabulary and Comprehension that potentially are causing poor overall reading achievement.

Fall 2018 diagnostic data indicated the following percentages of students were **below proficient** in those three areas:

Grade	Phonological Awareness	Phonics	Vocabulary
K	74%	79%	68%
1	79%	91%	90%
2	33%	89%	88%
3	N/A	61%	69%
4	N/A	44%	81%
5	N/A	39%	87%
6	N/A	35%	86%
7	N/A	N/A	N/A
8	N/A	N/A	N/A

Fall 2017-2018 school year diagnostic data indicated the following percentages of students were **below level** in those three areas:

Grade	Phonological Awareness	Phonics	Vocabulary
K	71%	86%	71%
1	82%	88%	87%
2	41%	77%	84%
3	N/A	57%	75%
4	N/A	53%	85%
5	N/A	49%	90%
6	N/A	30%	84%

7	N/A	N/A	N/A
8	N/A	N/A	N/A

Spring 2017-2018 school year diagnostic data indicated the following percentages of students were **below level** in those three areas after a year of instruction:

Grade	Phonological Awareness	Phonics	Vocabulary
K	38%	50%	51%
1	54%	54%	63%
2	17%	54%	61%
3	N/A	44%	54%
4	N/A	30%	65%
5	N/A	23%	77%
6	N/A	14%	72%
7	N/A	N/A	N/A
8	N/A	N/A	N/A

Problem Statement 1: Upon reviewing this data, there is a high need for overall instruction in Phonological Awareness, Phonics and Vocabulary in K-2 and a need for interventions to be in place for grades 3 to address the students who are continuing to show a deficit in these areas. We know a lack of these skills can contribute to poor overall achievement in grades 3-6. **There is not current diagnostic testing be administered for grades 7&8.**

More focus is necessary, as students' progress through the grades, on reading to understand, leading the team to look at vocabulary, comprehension of literary and informational texts in grades 3-6. iReady diagnostic testing will be implemented in grades 7&8 for ELA starting in the Spring 2019 and will continue thereafter, and be administered 3 times annually each academic year.

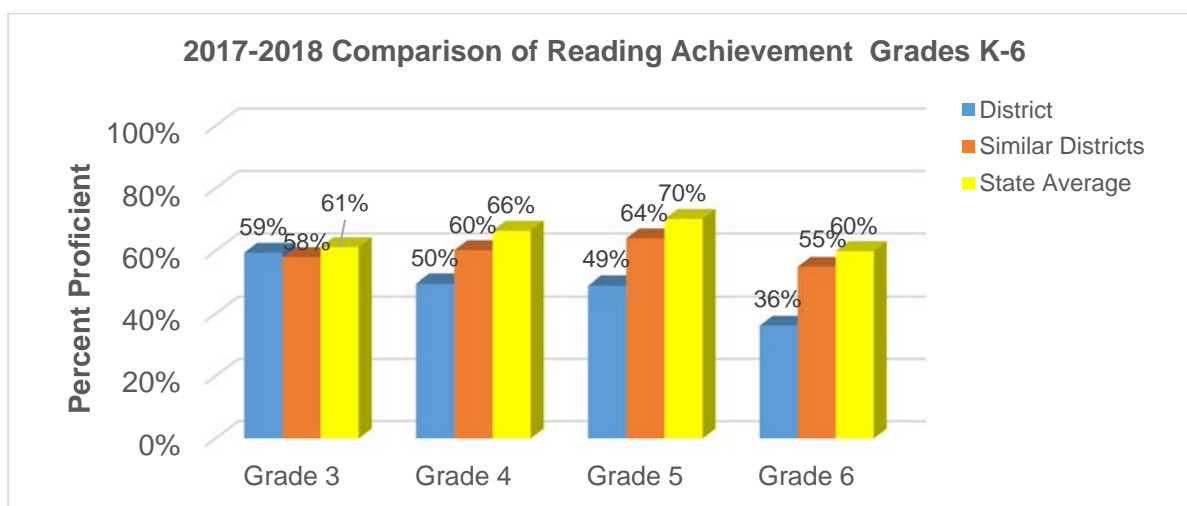
Overall performance of students with disabilities is below other students. In reviewing diagnostic results, 0%-2% of students with disabilities were on or above grade level as compared to 13%-32% of typical students across grade levels K-6. This also shows that even the typical population of students is far below where they should be performing in reading for their grade level.

Performance Data- Ohio State Test in English Language Arts Grades 3-6

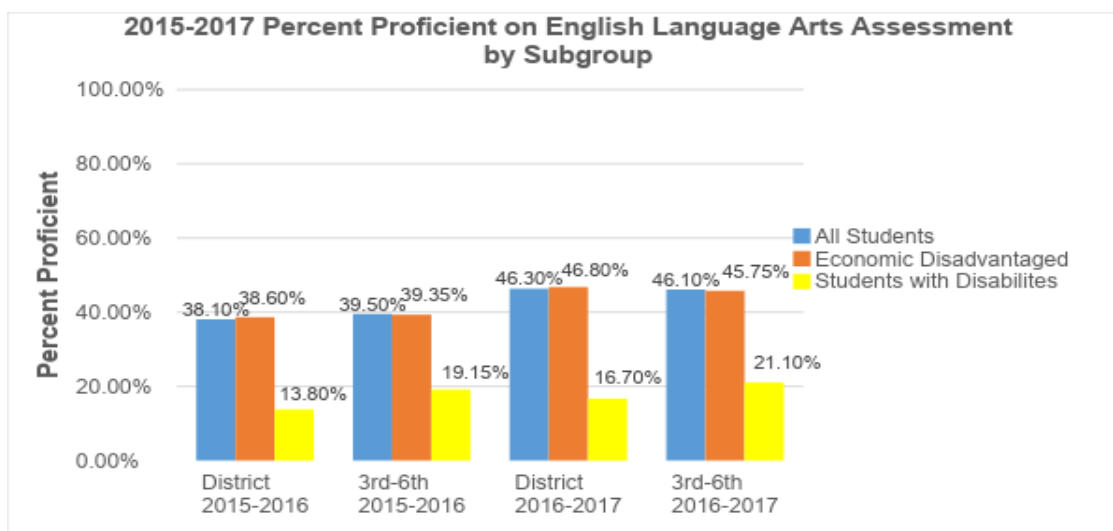
Grade	2017-2018	2016-2017	2015-2016
3rd	59.4%	45%	40.4%
4th	49.6%	32.6%	29.6%

5th	49%	45.9%	38.3%
6th	36.2%	51%	37.8%
7th	50.5%	52.4%	40%
8th	50.5%	47.8%	34.7%

In addition to looking at overall English Language Arts data on state assessments, we also compared our data to similar districts and state averages in order to measure our results in comparison to others.



Upon analysis of the comparison data, with the exception of 3rd grade Portsmouth City School District is not only performing well below the state average but also below similar districts on English Language Arts State Assessments.



Data of subgroups indicates that our students with disabilities are performing far below our other subgroups. The majority of our population falls within the economically disadvantaged subgroup; therefore, there is not much difference between all students and economically disadvantaged data. Our district has 23.5% of students identified as students with disabilities. By analyzing the data at Teacher Based Team Meetings and

the data from classroom walkthroughs, it is evident that our teachers would benefit from learning strategies that are proven to increase success for students with disabilities in the general education classroom.

Problem Statement 2: Our overall achievement for all students including students in subgroups falls below state and similar district averages with the exception of 3rd grade for the 2017-2018 school year.

SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Portsmouth City Schools includes three buildings and one administrative facility that educates the children of Southern Ohio in Scioto County. The district educates approximately 1,700 students.

Upon analyzing the Kindergarten Readiness Assessment data, the iReady and the State Report Card data, the following factors that contribute to low reading achievement in the district were identified during the development of the Local Literacy Plan. The Reading Achievement Plan Team along with members from the English Language Arts Team, Building Leadership Teams, and District Leadership Team completed Tier 1 of a Reading Tiered Fidelity Inventory (RTFI, Michigan's Integrated Behavior and Learning Support Initiative Reading Tiered Fidelity Inventory Elementary-Level Edition Version 1.2 and Secondary-Level Edition Version 1.3) in order to analyze needs in the reading program. Completion of the inventory indicated areas of concern.

Our findings align with the State's Systemic Improvement Plans root cause analysis.

1. *Learners who "start behind, stay behind"*- Although learners may make progress students who begin behind in kindergarten typically stay behind throughout their school years. Some of the contributing factors as to why students are entering Kindergarten academically behind include:
 - Portsmouth City Community Health Reports in 2016 the Scioto County percentage of families in poverty has been reported at 31.5% compared to a national average of 13.5% (2015 reported US Census statistics. During the 2015-2016 school year we served 98 students that were reported as being homeless. According to 2018 Ohio Department of Education data, 98.7% of students attending Portsmouth City School District were reported as living in poverty. Portsmouth City School District houses two low income public housing units, one of 250 units and the other of 200 units, and there are another 95 "scattered sites" within Portsmouth city limits;
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 - Medium household income for Scioto County is \$28,008.00 per year. The medium household income for surrounding counties is \$36,881.00.
 - Our preschool programs include 3 classrooms for students with disabilities, and 1 classroom for students who are behind in expected milestones as a result of poverty, lack of quality parenting, and a host of other reasons. 92% of students attending Portsmouth City Schools Preschool programs stay in the district. Even though these students make tremendous gains, 48% enter Kindergarten off track.
 - Less than half of the students who enter our Kindergarten program have had any previous school experience or intervention, such as preschool.

Although, we cannot control the external factors listed above, we feel Professional Development that will teach our staff to better serve students with disabilities, students from poverty, and students who experience trauma will benefit a large percentage of our population. Addressing these external factors school-wide with staff will ultimately give the students the supports they need to cope and focus on academic progress.

2. *District infrastructure/support for teachers*- Our team found through data and root cause analysis that it has been a challenge to provide effective support to teachers to support literacy instruction. Specifically:
- a. District administrators are unable to adequately coach and ensure effective classroom literacy instruction due to time constraints. There is currently no literacy coach employed by the district;
 - b. Staff are not offered annual Professional Development on universal screening tools;
 - c. Professional Development targeted toward best instructional practices in literacy has occurred to some degree: however, a renewed commitment to Professional Development and to comprehensive implementation of strategies in all 5 areas of reading, differentiation, and use of formative assessments to guide instruction will make a significant difference.
 - i. A 3 year plan for Professional Development has been developed to focus on high effect research based teaching strategies that will include all students. This plan includes the following:
 - 1. Alignment to standards
 - 2. Connection with prior and future learning
 - 3. Modeling
 - 4. Formative Assessments
 - 5. Using data to drive instruction
3. *Instructional practices*- Data indicates it is evident effective instructional practices are missing or are not being implemented with fidelity.
- a. There are no written guidelines for teaching the core reading program aligned with the Big Ideas of Reading or the Simple View of Reading at any grade level. Using data collected from building administrators, it was determined that small group reading instruction for grades K-6 did not occur in all classrooms;
 - b. Research by Dr. Shanahan (2001) suggests that schools should allocate adequate time for core reading instruction between 120-180 minutes. Upon analysis of time for core reading instruction during the 2017-2018 school year it was determined that classrooms K-3 do not consistently have at least 120 minutes of reading instruction. The time allotted ranged from 60-120 minutes daily depending on grade and class. The schedule was revised for the 2018-2019 school year so that every classroom has at least 120 minutes of reading instruction.
 - c. Instructional plans at any grade level to ensure fidelity in instruction are in the developmental stages.
 - d. Instructional coaching support is not available for staff;
 - e. A formal procedure for selecting content area strategies to provide content area reading instruction does not exist.
 - f. iReady Diagnostic data identified Phonological Awareness, Phonics, and Vocabulary as an extremely weak area in our students overall literacy skills. There is not a systematic structure in K-6 for teaching phonological awareness, phonics, or vocabulary. After discovering this weakness, the District Leadership Team, Building Leadership Teams and Teacher Based Teams discussed possible factors contributing to the lack of these skills among students. As students' progress through the grade levels, the lack of acquired fundamental skills is affecting their overall readability and comprehension skills, resulting in low achievement on state assessments and diagnostics. It was determined not all teachers are supplementing the core curriculum to address the deficits. Among the teachers who are supplementing material, there is no common scope or sequence of skills, therefore leading to gaps in student knowledge; Prior to the 2018 school year instructional strategies were not available for each content area reading strategy. Based on Scarborough's Rope the 2 primary pillars to early literacy that ensure long-term reading success are alphabetic principals and phonemic awareness. Upon analyzing our iReady diagnostic data these two areas are our two major weaknesses related to literacy. To address these two areas we are implementing "Foundations" and "Heggerty", which are high yield tools to address these two areas of weakness.

Problem Statement 3: A lack of professional development, consistent instructional plans, and common teaching strategies are hindering our overall reading achievement.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

The Literacy Mission of the Portsmouth City School District aligns with Ohio's vision for ALL students to acquire the knowledge and skills needed to read at grade level. The district understands the value and necessity of students being able to read for success in life. To that end, the district has the following literacy vision:

- 1) to provide job-embedded Professional Development to all PS-3 teachers concerning the simple view of reading (Gough & Turner, 1986) and the strategies needed to successfully implement,
- 2) to provide job-embedded Professional Development to all PS-6 teachers concerning the Language and Literacy Development Continuum and the skills needed at each placement on the continuum, in order for ALL learners to make progress in their reading development across the educational cascade,
- 3) to embrace an attitude and practice of Presumed Competence (Jorgensen, McSheehan, & Sonnenmeier, 2007) so that ALL learners are able to actively participate and engage in instruction and assessment regardless of abilities, with high expectations for achievement for ALL students,
- 4) to engage the support of literacy coaching to provide the technical assistance, coaching, and scaffolding strategies needed for all teachers of literacy (regardless of subject matter taught) in order for all students to succeed at reading.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

At Portsmouth City School District, we recognize literacy, the ability to read, write, and communicate effectively with comprehension, as a fundamental necessity for education. Scarborough identified language comprehension and word recognition as necessary domains of literacy. Each domain consists of multiple components that contribute and are essential for developing literacy. Through the analysis of data aligned to Scarborough's Reading Rope, the word recognition domain was identified as a priority focus at the primary level. Within this domain, the Phonological Awareness and Phonics components were identified as the two most critical needs, based on the analysis of diagnostic, formative, and summative assessments.

Portsmouth City is developing grade level instructional plans with measurable student goals, aligning to the needs of Phonological Awareness and Phonics to improve on 3rd grade performance on the Ohio State Reading Assessment.

Overarching Goal 1

Increase the percentage of learners meeting or exceeding third grade proficiency standards from 29% in the fall 2018 to 60% by spring 2022, as measured by iReady Diagnostic.

Kindergarten - goal 2

Increase the percentage of kindergarten learners on or above grade level for Phonemic Awareness from 26% in fall 2018 to 55% by spring 2020, as measured by iReady Diagnostic.

Kindergarten - goal 2

Increase the percentage of Kindergarten learners on or above grade level for Phonics from 21% in fall 2018 to 50% by spring 2020, as measured by iReady Diagnostic.

First Grade - goal 3

Increase the percentage of First Grade learners on or above grade level for Phonemic Awareness from 21% in fall 2018 to 50% by spring 2020, as measured by iReady Diagnostic.

First Grade - goal 3

Increase the percentage of First Grade learners on or above grade level for Phonics from 9% in fall 2018 to 38% by spring 2020, as measured by iReady Diagnostic.

Second Grade - goal 4

Increase the percentage of Second Grade learners on or above grade level for Phonemic Awareness from 67% in fall 2018 to 80% by spring 2020, as measured by iReady Diagnostic.

Second Grade - goal 4

Increase the percentage of Second Grade learners on or above grade level for Phonics from 11% in fall 2018 to 40% by spring 2020, as measured by iReady Diagnostic.

Third Grade - goal 5

Increase the percentage of Third Grade learners on or above grade level for Phonics from 39% in fall 2018 to 60% by spring 2020, as measured by iReady Diagnostic.

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Goal # __1_ Action Map

Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards from 29% in the fall 2018 to 60% by spring 2022, as measured by iReady Diagnostic.

Evidence-Based Strategy or Strategies: Standards Alignment, Modeling, Formative Assessments, Targeted skill-based instruction on Phonics and Phonemic Awareness

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Portsmouth City Schools has implemented a professional development plan that will train all K-3 teachers on highly effective lesson planning and lesson delivery focused on the above evidenced based strategies	Portsmouth City will provide training to all PS-3 rd teachers on incorporating strategies to address the learning gaps in phonic/alphabetic principle and phonemic awareness.	State Support Staff and Portsmouth City District Admin Staff will provide infrastructures (Systems) and Coaching for Building Leaders to support High Quality use of language and literacy practices
Timeline	11/2018 to 5/2020	11/2018 to 5/2020	12/2018 to 5/2020
Lead Person(s)	Building Leadership Team SST Support ESC Support	SST Support District Level Support ESC Support	SST Support District Level Support
Resources Needed	*Local ESC trainer teacher *Lesson planning/delivery/reflection document	*Wilson Foundations *Heggerty Phonemic Awareness from Literacy Resources.	*District developed walkthrough/teacher feedback template aligned with teacher lesson planning/reflection form *Data collected from Walkthroughs *I-ready Diagnostic Data
Specifics of Implementation	Local ESC trainer will provide training to teachers based on a researched based and district developed, teacher lesson planning/delivery/reflection document that focuses on standard alignment, prior/future connections, real-world use, modeling, formative assessments, and using data to drive instruction.	*Building leaders will assure all teacher in K-3 are implementing, with fidelity, Foundations and Heggerty which are effective tools to support Phonics and Phonemic Awareness *Face-to-Face training with SST literacy expert *TBT time dedicated to implementation and improvement of phonics and phonemic awareness strategies	*Monthly BLT meetings to discuss data (From district walkthrough/feedback form) and progress of implementation of language and literacy practices.

Measure of Success	*Implementation of the above professional development to all K-3 teachers *Evidence from walkthroughs showing teachers are implementing the highly effective teaching strategies.	*Evidence from TBT discusses on implementation and current use of Phonics and Phonemic Awareness strategies *Evidence of strategies Phonics and P.A. strategies being used during K-3 building administration walkthroughs. *Results from Phonemics Awareness Screener	*Monthly Coaching for building level administration provided by SST support. *Bi-weekly literacy and teaching and learning walkthroughs and District Administration with Building Administration.
Check-in/Review Date	May 2019 January 2020	May 2019 January 2020	May 2019 January 2020

Goal # 2 Action Map

Goal Statement: Increase the percentage of kindergarten learners on or above grade level for Phonemic Awareness from 26% in fall 2018 to 55% by spring 2020, as measured by iReady Diagnostic, increase the percentage of Kindergarten learners on or above grade level for Phonics from 21% in fall 2018 to 50% by Spring 2021, as measured by I-ready Diagnostic.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Kindergarten teachers, and support staff will participate in professional development for teaching phonics and phonemic awareness	Kindergarten teachers will participate in teacher based team meetings, analyze student data, adult implementation data, create grade level instructional plan, and adjusting instruction based on student needs.	High-quality implementation of evidence-based phonics and phonemic awareness curriculum and supporting resources.
Timeline	Fall 2018 – Spring 2021	Fall 2018-Spring 2021	Fall 2018 – Spring 2021

Lead Person(s)	*Building Principal(s) *District Curriculum and School Improvement director *State Support Team	*Building Principal(s) *District Curriculum and School Improvement Director *Kindergarten Teachers *State Support Team	*Kindergarten Teachers
Resources Needed	*Educational Servicing Center trainer *SST support *District and building level support	*OIP 5 step process *Student Performance Data *Adult implementation data *Principal Walkthrough data *I-ready Data *Progress reports data *Phonemic awareness screening data	*Foundations (Phonics Curriculum) *Heggerty (Phonemic Awareness Curriculum)
Specifics of Implementation	SST will offer support for initial professional development/training in phonics and phonemic awareness strategies.	*Identify critical needs based on data. *Research and select evidence based practices *Implementation Plan of Instruction. *Monitor, reflect and adjust	*Instructional Schedules *Lesson planning *Principal Walkthroughs
Measure of Success	*Evidence all teaching staff have been trained in Phonics and Phonemic Awareness strategies	*I-ready diagnostic data *Student interim/progress data *Progress Monitoring Data *Principal Walkthrough data	*Principal Walkthrough Data *Student performance data
Check-in/Review Date	May 2019 January 2020	Ongoing	Ongoing

Goal # __3_ Action Map

Goal Statement: Increase the percentage of first grade learners on or above grade level for Phonemic Awareness from 21% in Fall 2018 to 50% by Spring 2021, and increase the percentage of first grade learners on or above grade level for Phonics from 9% in Fall 2018 to 38% by Spring 2021, as measured by I-ready Diagnostic.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	1 st grade teachers, and support staff will participate in professional development for teaching phonics and phonemic awareness	1 st grade teachers will participate in teacher based team meetings, analyze student data, adult implementation data, create	High-quality implementation of evidence-based phonics and phonemic awareness curriculum and supporting resources.

		grade level instructional plan, and adjusting instruction based on student needs.	
Timeline	Fall 2018 – Spring 2021	Fall 2018-Spring 2021	Fall 2018 – Spring 2021
Lead Person(s)	<ul style="list-style-type: none"> *Building Principal(s) *District Curriculum and School Improvement director *State Support Team 	<ul style="list-style-type: none"> *Building Principal(s) *District Curriculum and School Improvement Director *Kindergarten Teachers *State Support Team 	*1 st grade Teachers
Resources Needed	<ul style="list-style-type: none"> *Educational Servicing Center trainer *SST support *District and building level support 	<ul style="list-style-type: none"> *OIP 5 step process *Student Performance Data *Adult implementation data *Principal Walkthrough data *I-ready Data *Progress reports data *Phonemic awareness screening data 	<ul style="list-style-type: none"> *Foundations (Phonics Curriculum) *Heggerty (Phonemic Awareness Curriculum)
Specifics of Implementation	SST will offer support for initial professional development/training in phonics and phonemic awareness strategies.	<ul style="list-style-type: none"> *Identify critical needs based on data. *Research and select evidence based practices *Implementation Plan of Instruction. *Monitor, reflect and adjust 	<ul style="list-style-type: none"> *Instructional Schedules *Lesson planning *Principal Walkthroughs
Measure of Success	*Evidence all teaching staff have been trained in Phonics and Phonemic Awareness strategies	<ul style="list-style-type: none"> *I-ready diagnostic data *Student interim/progress data *Progress Monitoring Data *Principal Walkthrough data 	<ul style="list-style-type: none"> *Principal Walkthrough Data *Student performance data
Check-in/Review Date	May 2019 January 2020	Ongoing	Ongoing

Goal # _4_ Action Map

Goal Statement: Increase the percentage of Second grade learners on or above grade level for Phonemic Awareness from 67% in Fall 2018 to 80% by Spring 2021, and increase the percentage of second grade learners on or above grade level for Phonics from 11% in Fall 2018 to 40% by Spring 2021, as measured by I-Ready Diagnostic.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	2nd grade teachers, and support staff will participate in professional development for teaching phonics and phonemic awareness	2nd grade teachers will participate in teacher based team meetings, analyze student data, adult implementation data, create grade level instructional plan, and adjusting instruction based on student needs.	High-quality implementation of evidence-based phonics and phonemic awareness curriculum and supporting resources.
Timeline	Fall 2018 – Spring 2021	Fall 2018-Spring 2021	Fall 2018 – Spring 2021
Lead Person(s)	*Building Principal(s) *District Curriculum and School Improvement director *State Support Team	*Building Principal(s) *District Curriculum and School Improvement Director *Kindergarten Teachers *State Support Team	*2nd grade Teachers
Resources Needed	*Educational Servicing Center trainer *SST support *District and building level support	*OIP 5 step process *Student Performance Data *Adult implementation data *Principal Walkthrough data *I-ready Data *Progress reports data *Phonemic awareness screening data	*Foundations (Phonics Curriculum) *Heggerty (Phonemic Awareness Curriculum)
Specifics of Implementation	SST will offer support for initial professional development/training in phonics and phonemic awareness strategies.	*Identify critical needs based on data. *Research and select evidence based practices *Implementation Plan of Instruction. *Monitor, reflect and adjust	*Instructional Schedules *Lesson planning *Principal Walkthroughs
Measure of Success	*Evidence all teaching staff have been trained in Phonics and Phonemic Awareness strategies	*I-ready diagnostic data *Student interim/progress data *Progress Monitoring Data *Principal Walkthrough data	*Principal Walkthrough Data *Student performance data

Check-in/Review Date	May 2019 January 2020	Ongoing	Ongoing
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Goal # 5 Action Map

Goal Statement: Increase the percentage of Third grade learners on or above grade level for Phonics from 39% in Fall 2018 to 60% by Spring 2021, as measured by I-Diagnostic.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	3rd grade teachers, and support staff will participate in professional development for teaching phonics and phonemic awareness	3rd grade teachers will participate in teacher based team meetings, analyze student data, adult implementation data, create grade level instructional plan, and adjusting instruction based on student needs.	High-quality implementation of evidence-based phonics and phonemic awareness curriculum and supporting resources.
Timeline	Fall 2018 – Spring 2021	Fall 2018-Spring 2021	Fall 2018 – Spring 2021
Lead Person(s)	*Building Principal(s) *District Curriculum and School Improvement director *State Support Team	*Building Principal(s) *District Curriculum and School Improvement Director *Kindergarten Teachers *State Support Team	*3rd grade Teachers
Resources Needed	*Educational Servicing Center trainer *SST support *District and building level support	*OIP 5 step process *Student Performance Data *Adult implementation data *Principal Walkthrough data *I-ready Data *Progress reports data *Phonemic awareness screening data	*Foundations (Phonics Curriculum) *Heggerty (Phonemic Awareness Curriculum)
Specifics of Implementation	SST will offer support for initial professional development/training in phonics and phonemic awareness strategies.	*Identify critical needs based on data. *Research and select evidence based practices *Implementation Plan of Instruction. *Monitor, reflect and adjust	*Instructional Schedules *Lesson planning *Principal Walkthroughs
Measure of Success	*Evidence all teaching staff have been trained in Phonics and Phonemic Awareness strategies	*I-ready diagnostic data *Student interim/progress data *Progress Monitoring Data *Principal Walkthrough data	*Principal Walkthrough Data *Student performance data
Check-in/Review Date	May 2019 January 2020	Ongoing	Ongoing

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Portsmouth City Schools plan to improve literacy achievement is based on the idea that ALL learners are able to actively participate and engage in instruction and assessment, regardless of abilities and with high expectations for achievement for ALL students. Because of the critical deficit in Word Recognition, the overarching goal and grade level subgoals were established to address the phonological awareness and phonics gaps. We feel these goals, are attainable through relentless effort, targeted instruction, professional supports, stakeholder partnerships, progress monitoring, and effective feedback at every level.

We will track student and grade level growth using I-ready diagnostic and progress monitoring tool.

Progress Monitoring decisions are determined by the Teacher-Based-Teams based upon the results of Beginning and Mid-Year diagnostic testing, and quarterly I-Ready growth checks. The building principal and Positive Behavioral Intervention and Support Team will oversee all progress, data, adult implementation and alignment of goals in development of the Early Warning Intervention Monitoring System. If students are not progressing towards the performance goals after interventions and grouping within the classroom, the students will be referred to the Intervention Assistance Team who can offer supports/suggestions and/or refer students to Tier 2 or Tier 3 interventions already in place such as, Leveled Literacy Intervention or Project M.O.R.E (Mentoring in Ohio for Reading Excellence). A system will be built in the Early Warning Intervention Monitoring System framework to address at risk students.

Overarching Goal will be monitored during Teacher Based Team meetings, Building Leadership meetings, and District Leadership meetings. Data used to monitor this goal will be from the iReady diagnostic, iReady Growth Monitoring, classroom formative assessments, and 3rd grade state test results. This data will be reviewed by all K-3 Teacher Based Team members, District Leadership Team members, and Building Leadership Team members as well as vertical department team members. Based on the results of the data, instruction will be adjusted to meet the needs of all students.

Grade Level Goals will be monitored during Teacher Based Team meetings, and vertical department meetings. Instructional time, instructional plans, and professional development will all take place prior to and during the 2019/2020 school year and revisited at least annually. Students will be assessed using the Universal Screener tool iReady. Progress monitoring will take place using iReady Diagnostic, iReady Growth Monitoring, and classroom formative assessments.

Adult Implementation: On all goals listed above the Building Leadership Team and building principal will monitor adult implementation of the evidence-based practices and interventions through generated reports from iReady that address implementation, walk-thru data, and rubrics to determine level of implementation in classrooms. The building administrations will work with teachers to ensure implementation and fidelity within classrooms.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Portsmouth City School District implements evidenced-based strategies that are being embedded into grade level instructional plans, districts improvement plans, and reading monitoring plans.

Note: The Portsmouth City School District have also implemented a district wide Ohio Improvement Plan that spans from 2018-2022. In this plan major emphasis is being placed on improving teaching and learning district wide (Professional development to be provide to all teaching staff from 2018-2020). PCSD has implemented (Winter 2019) explicit daily phonics and phonemic awareness strategies and instruction into grades K-2 district wide. As part of our principal walkthroughs we will monitor the implementation of teaching and learning strategies, and the implementation of explicit phonics and phonemic awareness strategies. The walkthrough data will be reported to the district and building leadership teams. The DLT and BLT's will make necessary adjustments and provide teacher support as the data suggests. The effectiveness of strategies will also be closely monitored by using analyzing beginning, middle, and end of year iReady diagnostic data. With the implementation of the district Ohio Improvement Plan, with ensure increased implementation, discussion, adjustment, and monitoring of all implemented strategies.

Following recommendations from The Institute of Education Sciences: Portsmouth City's Professional Development, Instructional Plans, and RIMPS will include the following evidence-based strategies implemented through a multi-tiered system of support to address specific student literacy needs and improve instruction:

1. We will teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Through literacy training, professional development sessions, and TBT conversations, Portsmouth is providing training, support, and monitoring of the teaching of Reading Comprehension Skills through a variety of evidenced based strategies. These evidenced based strategies include: teacher modeling, and use of formative assessments to monitor and drive instruction, engage students in conversations that support language development, comprehension, and teaching academic vocabulary through reading activities.
2. We will help students develop awareness of the segments of sound in speech and how they link to letters. We teach students to recognize and manipulate segments of sound in speech and how they link to letters. We teach students to recognize and manipulate segments of sound in speech of sound in speech through Heggerty's Phonemic Awareness Curriculum, which is based around explicit modeling and one of the "Simple view of reading" primary pillars of Phonemic Awareness the leads to on grade level reading by 3rd grade. We use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.
3. We will teach students to decode words, analyze word parts, and write and recognize words. Through direct, explicit, systematic instruction using Wilson Foundations. We teach students to blend letter sounds and sound-spelling patterns, teach students to blend letter sounds and sound-spelling patterns, instruct students in

in common sound-spelling patterns, teach students to recognize common word parts, have students read decodable words in isolation and in text, teach regular and irregular high-frequency words so students can recognize them efficiently, and introduce non-decodable words that are essential to the meaning of text.

4. Students will also engage in daily reading activities to support reading accuracy, fluency, and comprehension through read alouds, decodable books, tiered reading groups to model strategies, and scaffolding instruction.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

The District is committed to the Evidenced Based Strategies and ensures they are implemented and supported systematically. We will ensure the effectiveness through monitoring the progress of adult implementation. We will use the following measures to monitor effective implementation.

Note: The Portsmouth City School District have also implemented a district wide Ohio Improvement Plan that spans from 2018-2022. In this plan major emphasis is being placed on improving teaching and learning district wide (Professional development to be provide to all teaching staff from 2018-2020). PCSD has implemented (Winter 2019) explicit daily phonics and phonemic awareness strategies and instruction into grades K-2 district wide. As part of our principal walkthroughs we will monitor the implementation of teaching and learning strategies, and the implementation of explicit phonics and phonemic awareness strategies. The walkthrough data will be reported to the district and building leadership teams. The DLT and BLT's will make necessary adjustments and provide teacher support as the data suggests. The effectiveness of strategies will also be closely monitored by using analyzing beginning, middle, and end of year iReady diagnostic data. With the implementation of the district Ohio Improvement Plan, with ensure increased implementation, discussion, adjustment, and monitoring of all implemented strategies.

1. Grade level Instructional Plans and Teacher lesson thought/delivery/reflection plans: Instructional Plans are designed in collaboration of grade level teachers that focus on identified goals and targets are being addressed. Teachers will use the district created Lesson thought/delivery/reflection form to ensure they are preparing and delivery instruction that follows high-yield instructional strategies that assure standards alignment, connection to prior and future learning, real-world application, modeling, formative assessment, and using data to inform next instructional steps. Applying the strategies in this form will assure good teaching and learning practices are followed while delivery instructions to address our present learning gaps in phonics and phonemics awareness, laying the foundation to improve our skills in vocabulary, fluency, and comprehension.

2. Classroom Observations and Principal Walk-Through/Feedback Forms: The building principal(s) conducts regular classroom observations to assure teacher are effectively implementing high-yields teaching strategies

that include modeling and formative assessments to deliver instruction in skills that will lead to student growth with phonics and phonemic awareness. The principal will use the walkthrough form to increase admin-teacher collaboration, by providing verbal and written feedback to the teachers on evidence of the discussed strategies during each walkthrough. This feedback will be provided to teachers in a timely manner, and will be included in data collection activities, to be analyzed by Building Leadership and teacher based teams, used to make adjustments and improvements to implementation of effective classroom teaching strategies. Other assurances monitored throughout the process is to assure:

*Minimum 105 minutes of ELA time dedicated daily in instruction which includes, daily instruction using phonemic awareness (Heggerty), phonics (Foundations), and exposure to rigorous grade level vocabulary, fluency, and comprehension using Ready curriculum, and individualized, targeted, skill-based interventions for off track students.

3. Teacher-Based and Building Level Teams: As part of a professional learning community, each teacher is a valued member of our collaborative teacher-based teams. The function of the TBT is through collaboration the TBT will improve instruction, promotes teacher professional growth, and to establish procedure for effective implementation of evidenced-based strategies to address student learning needs. This collaboration focuses on data analysis, teaching and learning through the lens of Ohio's five step improvement process. The work of TBT's guide, support, and monitor the adult implementation of the identified strategies.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

The district has previously had the absence of a structure and literacy focused professional development plans. The plan will be a five-year focus of increasing educator's knowledge, and effective implementation of research based instructional practices in the 5 Big Reading Components of Phonemic Awareness, Phonics, vocabulary, fluency, and comprehension. This plan will also focus on developing building leaders into strong literacy focused instructional leaders, that support teachers in researching and implementing literacy based, effective literacy strategies.

Components of literacy based professional development:

*All K-3 teachers and instructional aids will receive training in implementing phonemic awareness strategies and tools.

*All K-3 teachers will be trained in strategies that lead to strong teaching, which will be used to deliver a higher level and more effective literacy instruction.

*Principals will learn along-side teachers in literacy based intervention implementations in Phonics, phonemics awareness, vocabulary, fluency, and comprehension.

*All K-3 teachers will participate in the TBT OIP 5-step processes using data, from literacy based diagnostics, screener, and formative assessments.

The Portsmouth City School district is committed to improving the literacy skill of all district students. The priority focus is addressing the gaps in phonics and phonemics awareness supported with the instructional tools of Foundations, and Heggerty. The district will continue to implement, monitor, and adjust with this implementation and professional development focused on Phonics and P.A. Will use our beginning and end of year diagnostic data to monitor current progress, and make decisions, set goals, and determine next target focus of literary components of vocabulary, fluency, and comprehension.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.

Citations

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